ADDRESS TO THE ALUMNI
The Ideals & Plans of the University of Chicago
By Ernest DeWitt Burton, President of the University

I am going to assume that so many of you heard Dr. Butler and Mr. Moulds
I shall not need to repeat what they said. I judge Dr. Butler told you about the
University outgrowing its clothes, and Mr. Moulds told you about the tailor shop
that is to make the new suit.

I want to take up with you what is more fundamental than anything that
falls under these two heads. The thing which is absolutely fundamental, the ideals
and purposes of the University.

When in 1889-1891, with great effort, the sum of a million dollars was
gathered to build a new university to take the place of the old one that died of
hunger, it was intended to be a college. Nor was anybody thinking of anything very
extraordinary about the college. They wanted it a good one but that was all. All
that was changed, however, when Dr. Harper consented to become President of the new
institution on two conditions, namely, first that the new university should be a
university in fact as well as in name, and, second, that it should be a new kind of
university. It was a characteristic of Dr. Harper's mind that when he took up any
task he must do it in a new way. Nothing that was just what always had been appeal-
ed very strongly to him. He wanted the new University of Chicago to be a new kind
of university, a breaker of new paths in education.

In carrying out that idea, he embodied and brought to realization several
elements of a new type of university. First was the graduate school and the
emphasis upon graduate work which had not been contemplated in the original plans.
Second, was the emphasis upon research work, the search for new truth. This was a
new note in American education. Johns Hopkins in 1876 had struck it, but had not
been able to carry its plans into effect as fully as had been hoped. Third, was the
Only a few hours ago I was going to warn mass, so much for the party of this morning. I'm going to have to change my plan. I can't have the party go on without the University orientation, which we have to do for the students. The student leaders are demanding the University orientation, and they have threatened to strike if we don't comply.

I want to talk to you about how to make the University orientation a success. The student leaders have proposed a plan to improve the University orientation. They have suggested that we add a new section on campus tours, and they have requested that we provide more information about the history of the University.

I applaud their efforts to make the University orientation more engaging. I think it's important for our students to know about the history of the University and to experience the campus. I also think it's important for them to see the University in action, which means that we need to provide a more comprehensive orientation.

I'm committed to making the University orientation a success. I believe that we can achieve our goals by working together. I look forward to seeing you all at the University orientation.
assembling of a faculty made up as largely as possible of men of extraordinary ability. The new kind of university that Dr. Harper had in mind could not be made out of mediocre men.

The fourth element of the new idea of the university, which was at least indirectly connected with these others, was the addition of a fourth quarter, the conduct of the school through the year. To Dr. Harper the long summer vacation was a wasted period, and for the first time in the history of American universities it was proposed to carry on University work throughout the year.

Another, a fifth, feature was the extension work of the University. This was a corollary really of the idea of research, because if one is discovering new truth, he must have some way of making it known, and so Dr. Harper set up the University Press for the publication of the results of the research work of the faculty. Here again the University of Chicago led the way.

Sixth, I may name freedom of research and instruction, liberty to find what one finds and teach and publish it.

The association of these different elements had some striking results. I can hardly believe that Dr. Harper foresaw them all. The introduction of the summer quarter, together with the establishment of the graduate school and the incorporation of the idea of research as the emphatic thing in it had tremendous results in education. Up to that time a teacher in a college or university who wished to add to the sum of his knowledge could, as a rule, accomplish it only by saving up enough money to take a year's leave of absence and cross to Europe, or possibly go to Johns Hopkins. But with the provision of graduate work in the summer quarter, it was a comparatively easy thing for a professor in Iowa or Montana or Texas to come up to Chicago and equip himself more fully for his work. Many a man, coming first from curiosity, got bitten with the love of scholarship and found it possible to take a
year's leave of absence. Literally thousands have added materially to their equipment in this way. Some years ago I made a trip to the Pacific coast and then to Texas and back to Chicago, and in practically every institution I touched I found a group of Chicago men forming a third or more of the faculty, and really giving the keynote to the institution. Today there is scarcely a high school or college West or Southwest of Chicago in which there is not a group of men and women who have been able to rise above the level of mediocrity to a much higher level of teaching because the University of Chicago offered graduate work in the Summer Quarter.

One other element of the present policy of the University was a result of these ideals which Dr. Harper embodied in the original constitution of the University. I refer to the removal of the restriction which was put upon the presidency. Eventually it came to be seen that the University must be able to look anywhere, not only for its instructors but also for its president. This actually came about only in 1923, but it was in reality a product of Dr. Harper's ideals.

I need not stop to tell you about the wonderful career of Dr. Harper, cut short before he was fifty years old, but after he had written a chapter in American history that has few equals. I need not tell you about the career of Dr. Judson, who had come to the University at the beginning, a man of very different characteristics from President Harper, but fortunately so, because some things that President Harper had done did not need to be done over, and some things which he had not done needed to be done.

The magnitude of the service which President Judson rendered to the University is indicated by the following figures within his presidency: -- the endowment of the University increased from $9,639,000. to $30,266,000; its total property from $17,892,000. to $53,342,000.; its annual budget from $1,214,000. to $3,315,000, and its annual enrollment of students from 5,079 to 12,748.
The issue of access to gender equality remains a significant challenge. Women often face barriers to education and economic opportunities. It is crucial to address these issues to ensure equal rights and opportunities for all. The United Nations has set a goal to eliminate gender inequality by 2030. This requires a concerted effort from governments, civil society, and international organizations.

To achieve this goal, there is a need for increased investment in education and healthcare for girls and women. Policies that promote gender equality and empower women are essential. This includes laws that protect against gender-based violence and discrimination.

In conclusion, gender equality is not only a women's issue but a human rights issue that affects everyone. By working together, we can create a world where all girls and women have the opportunity to reach their full potential.
When President Judson retired two years ago, the first question that faced the new administration was what should be the policy of the new period. Of course there had to be a new policy. This was inevitable. The University was in a position of strength which required it to ask "What shall be done in the new period?"

Some things were quite easily settled. One was that the fundamental ideals which President Harper had embodied in the University did not need to be modified.

Another thing that became clear to us very soon was that we were not under the necessity of any severe retrenchment, or excision. It has happened again and again that the first task of a new administration has been to get rid of some departments or schools. I have known some institutions where amputation close behind the ears was the best thing that could be done to it. That was not the case with the University of Chicago. Whatever it had been necessary to do in that direction had been done under President Judson's administration.

A third thing which emerged into our consciousness quite early was that the institution did not fundamentally demand expansion. The situation called neither for the addition of new departments nor for an effort largely to increase the student body. The emphasis that was called for was not upon size but upon quality.

I think you will agree with me that was a wise decision, and yet I want to point out some of the reasons for it. Without any special effort after the first few years, the University had grown greatly in numbers and had added new schools to those originally established until besides the Graduate School of Arts and Literature in Ogden Graduate School of Science and the Colleges we had also the School of Education, the Law School, the Divinity School, the School of Social Service, the
School of Commerce and Administration, and the Medical School, with another already on paper and ready to be established. We had come to have 13,000 students in the course of a year. We now have 14,000, something less than half of those at any given moment. Now ask yourself how large a contribution to the welfare of the country we should be making by the addition of a thousand students to the 14,000. On the other hand, think what we should do for the education of the country if we could lift the level of education for those 14,000. Think of those who come to us and afterward go out into educational work. Manifestly our greatest possible service would be an improvement in the quality of education.

I do not know but some of us may possibly be still under that delusion that American education is the best in the world. Quantitatively perhaps we do lead the world with the exception of one or two countries but all of us who know much about education have learned that we have a long way to go before we shall have achieved an ideal situation with regard to the quality of education. So we are devoting ourselves not to making a bigger university but to improving the quality of our work, not only for the benefit of our own students but for all who may be indirectly affected.

Take a few illustrations of the kind of problem which that situation put before us. Run your thought for a moment over the different divisions of the University.

Let us take the colleges. The American college of fifty years ago had a pretty clearly defined educational method and produced pretty definite results. Its primary duty was that of impartation. An instructor must pass on to his students that certain body of knowledge on any given subject which he himself had learned and which was considered the standard body of information to be acquired in college. If anybody criticized that policy and they often did on the ground that much
that was thus learned was not of much use afterwards, the answer was that the mental
discipline that was acquired in the process of learning was the thing that mattered.

There is another aspect of the college life of that day that one can speak
of without raising a smile because it was mainly good. I mean the aspect of compan-
ionship which the very size of the college and its ethical ideals brought with it,
companionship between students, and between students and faculty. It was probably
by that companionship that the college of that day did its best work. If we look
back to the college which we attended we remember not the facts that we learned, nor
the mental discipline we acquired, but some man who was a power in our lives and was
mainly responsible for our education. I had a teacher once of that supreme mental
and moral quality which made him the greatest blessing that ever came into my life.
It was not the thing I learned in the books that he set me to read, nor what he
taught me in the classroom, but the influence of his personality that counted for
most. He didn't usually get on very well with his board of trustees, and wasn't
always popular with the politicians, but he had a tremendous power to stimulate and
roused into energy the youthful mind. That was the great power of the small college
-- its power of personal contact of individual with individual.

That is pretty much changed today. I presume that one could find some-
where that old college and that old influence, but I am afraid it is not as common
as it was fifty years ago.

In the first place we are not so sure that the impartation of a body of
knowledge, which the chances are against our using, or the docility that acquisition
of it cultivates, is just what the college man will need in after life. What he
most needs is initiative and the capacity to do the thing that is put down before
him. I have never found a textbook that would teach me how to solve the problems of
life, but I have found that life was full of problems. And then we are not sure
Let us suppose I have a job or if I have a profession, the camera may flash the moment.

I have to account for the college life of how you plan your career. Can you imagine

There is another aspect of the college life that you plan your career. Can you imagine

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that the best way to acquire mental discipline is to acquire knowledge without any idea of what you are going to do with it.

The small college is pretty much gone and with it has gone the atmosphere of the small college and that personal contact that was of such value. We number our freshmen by the thousands and divide them into sections of three or four hundred. Partly by the abandonment of, or scepticism about a theory, and partly by the multiplication of quantities, we have come upon a new situation in education that forces upon us a problem which no one has yet solved. At least, I have discovered no institution in which the dealing with students in the large numbers that come to us has been successfully worked out.

At the University of Chicago we are keenly aware that this is one of our problems and we have set ourselves to find the solution of it without any expectation that we can solve it in six months or six years, but with the profound conviction that it is our task to solve it, -- dealing with the large number of students who come to us in such a way that we shall replace the old method by a better and regain the atmosphere of companionship, if it has been lost as I am sure it has been.

Facing such a problem, you see that quality is the fundamental necessity. What difference does it make whether we have a thousand more students or not if we do not settle it? But if we find the solution, that solution is important, whether our number is fourteen thousand or fifteen. It makes very little difference how much we do in quantity. It makes a tremendous difference how well we do it. Some of you know how Dean Wilkins, in the effort to bring into the life of our colleges a more thoroughly educative atmosphere, has called upon faculty and students alike to help solve the problem and what excellent progress he has made.

We believe we have made some little headway. We are hoping to build on
the south side of the Midway a group of buildings entirely for the colleges. We
think that there is no problem of research that is more important than that. Some
people think of research as having to do with chemistry or physics, but there is no
more serious problem before us than how we shall deal with the youth of college age.
We do not know precisely at what result we shall arrive, but we have a profound
faith that we shall be able to find a better method of education than any that is
now in vogue.

But the colleges are not the only division of the University that gives us
problem to solve.

Alongside the School of Theology, the School of Law and the School of
Medicine, we have today a School of Business and a School of Social Service, and a
School of Education, and we ought to have and I hope we shall soon have a School of
Politics that will deal with Politics as seriously as we now deal with law or medi-
cine. All these schools have their problems that demand study and solution. And in
all of them we have decided that the emphasis of our work is to be upon quality
rather than upon quantity.

What is the practical consequence of the adoption of this decision? First
of all we must have men of the highest ability. Do you think you can take a man of
mediocre ability and expect him to solve problems such as I have mentioned? We must
lay a fresh emphasis on what President Harper saw at the beginning, that we can
build up our institution and accomplish its task only as we have men of the highest
ability.

But we have also come to another conviction, that the University of
Chicago has a task of its own, which does not belong in exactly the same measure to
any other institution. In the later days of President Harper's life, he said, "I
have never doubted that God had gave me a task that would go undone if I did not do
it. We have come to feel in the same way about the University of Chicago, that there is given to us a task that will go undone unless we do it. Whatever contributions other institutions may make, it is a part of our task to make education better, to breaking new paths for ourselves and other people, to lift education to a higher level so that others may come up to that level. It is to do on a larger scale what we have been doing for 30 years as we have been sending out men and women to do their work better, welcoming the help and stimulus of all other institutions. We have an ambition and a sense of obligation ourselves to make a real contribution to the betterment of education in this country. Why should we do this, and why do we think we can do it?

In the first place it is a part of our tradition. The ordinary tradition is one of transmission, of passing on to the next generation what the former generation knew. But Dr. Harper gave us the ambition to learn new things that nobody had known before, and to make new contributions to the work of education, and we believe we have been doing it all these years.

Another reason is our location. We stand at the center of the country. Do you know that that section sends more students to college than any other section of the United States? We are situated so that people come easily to us from the South, the West, the North, and everything we learn today will be known tomorrow or the day after tomorrow all over the country.

Third, our freedom. -- The fact that we are not under a state legislature, that we have the right of research and of publication of what we have found out. No one says to us, "You must not find that out," or "You must not publish that." Sometimes the board of trustees shiver at the expressed or published opinion of the faculty, but they never object to expression or publication. No one in the University of Chicago ever stops to think what the democracy of the state will think of his
If we were to try to be, we must start with the assumption that our statement of Chicago, that the new and more rapid methods of communication will enable us to be more efficient in a shorter period of time. However, this is not always the case. In a certain period of time, if we can use more efficient means of communication, to the point where our statement of Chicago is no longer a factor in our work, we may reasonably conclude that the new methods of communication are not as efficient as we once thought. This is the point where our statement of Chicago becomes less relevant and we must reconsider our methods of communication.

In the first place, the new methods of communication are not as efficient as we once thought. They may require more effort and more time to implement, and their effectiveness may depend on the circumstances. In the past, we have used methods that were more effective in a shorter period of time, but the new methods of communication are not as efficient as we once thought. This is the point where our statement of Chicago becomes less relevant and we must reconsider our methods of communication.

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opinion. No one in the University of Chicago ever feels obligated to govern his utterance by the current opinion of this or that religious denomination.

Moreover, we are free from the burden of obligation to educate the mass of boys and girls who must be educated. The state universities may be compelled to take all the boys and girls who graduate from the high schools of the state. It is firmly fixed in our minds that we will take on those students who can profitably pursue a college course.

Each of these advantages is shared by some other institution, but we are inclined to feel that there are, to say the least, few other institutions that have all of them, to the extent that we enjoy them—a tradition that makes it not difficult but easy to follow the path I have spoken of, a location that is unsurpassed, and freedom from all restraints that are imposed by authority upon other institutions.

The University of Chicago has therefore adopted a policy which gives to it a distinctive task in the education of the country. It may not be wise to shout it from the housetops. But we have some evidence at least that is not simply a piece of university conceit on our part. About a year ago I was interested to see a letter written by the president of a college east of Illinois to a Chicago businessman. He was writing about a matter of business, and said, "I want to ask you whether you men of Chicago appreciate the University of Chicago. We who are engaged in education look to it as a leader in our work".

The president of one of our state universities wrote to us lately and said in effect, "You can do a work that we cannot do. We must depend on you to carry that part of the load."

How can we do it? Two things are needed. Buildings and men. Why buildings? Simply because we have outgrown those we have. We have two buildings in
process of erection, one for the West Side Medical School and one for the Divinity School. By next June convocation we shall have five more in process of erection. When the building plan for the North side of the Midway is completed we shall have a skyline of Educational buildings such as exists nowhere else in the world. In a few years I hope the skyline on the other side of the Midway will be as beautiful. But the seven buildings now provided for are not enough. We need a building for Chemistry simply because there are twice as many students in that building as it ought to contain, and sheer lack of cubic feet is blocking our work of research. The same thing is true of Mathematics. The same is true of the Social Science and of Modern Languages.

Why men? Because the great men whom President Harper brought there 30 years ago are reaching the end of their work and must be replaced. God forbid that it shall be by mediocre men. Because a University that is not advancing is not retrogressing. Because we can do our work only with men of unusual ability. When we cannot find such men in this country, we cross the ocean and look for them. It is a very difficult task to find these men and it requires sums of money, the men we need are in great want, and cannot be obtained for inadequate salaries.

To build the buildings and provide the men calls for $17,500,000 in this year 1925. We have made a good beginning. The General Education Board has granted us $2,000,000 towards the first $6,000,000. The subscriptions of the Board of Trustees run to almost one-tenth of the whole sum. We have passed $4,000,000, but $13,500,000 is a long way to go.

I was greatly pleased with the action of the alumni at the meeting held in Chicago. Your representatives came together from all parts of the country and facing the whole situation, said, "We will undertake to raise $2,000,000." and I was immensely pleased that they are going to give this primarily toward
The same thing is true of compartmental theory in the same time of the social sciences and of

in medical education.

What must become the stock of new forms of treatment is not to get the

treatment to act on the patient's mind and will to obey. We can make a

treatment that is to act on the patient's mind and will to obey. If we cannot

create a treatment that is to act on the patient's mind and will to obey, we

must create a treatment that is to act on the patient's mind and will to obey

and create a treatment that is to act on the patient's mind and will to obey.

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the salary fund, because that is the vital thing. You cannot make a university with ever so beautiful buildings if you do not have men, and you can make a university in sheds if you have the men to make it. The spirit of that making is going to carry us through. If you ask the grounds of my confidence, I will tell you. Our program is absolutely unassailable. The principles are right. The task is one that must be done and every dollar is needed to carry it out. The trustees believe in it, the faculty believe in it, and the alumni believe in it. We are going to succeed.
The error you experienced was due to the after-fool. You cannot make a difference with
such a small tool. Once you have the after-fool, you can make a difference in
various areas. If you have the after-fool, you can make the right move to create or create
in any direction. If you have the after-fool, you can create or create the right move to create.
The after-fool is the key to one part of the organization. The after-fool can create
more of your own after-fool, but you have to create or create the right move to create.

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success.
AN ADDRESS DELIVERED BY ACTING PRESIDENT ERNEST DEWITT BURTON BEFORE THE CHICAGO ALUMNI CLUB, MAY 31, 1923

The University of Chicago is thirty years old. It is a far cry from October, 1892, with three or four buildings partly finished, and not one actually complete, with 600 students and 140 professors and about $3,000,000 property, to 1923 with 12,500 students, nearly 400 professors, 45 buildings, assets of $50,000,000, 16,000 alumni, and 102,000 former students.

This period of thirty years has been covered by two presidencies, that of President Harper and that of President Judson.

President Harper was a man of great originality. Not all of his ideas have proved practicable. Not all of his schemes succeeded. But he was so fertile in producing them that he could fail in enough things to have ruined another man, and yet succeed in enough to make him eminently successful. Not all of his ideas were new, but an astonishing number of them were such, and those that were not new were so reborn in his mind, and were set forth with such clearness and force, that they had all the inspiring quality of absolute novelty.

For the benefit of some of you who never knew him and perhaps do not appreciate how much of what you found at the University and what you perhaps took for granted, was really due to him and was new, I should like to mention certain elements of the University's life which were born in his brain.

1. The three-major system.—I mean the plan according to which each student in general pursued only three subjects at a time. This policy of concentration was inaugurated at a time when under the influence of the comparatively recent introduction of electives, students were accustomed to carry on anywhere from five to ten subjects at once.

2. The University control of athletics.—Until President Harper organized the University of Chicago, college athletics had been generally in the hands of students and alumni. He made them a
regular division of the University's work, and selected a Director for them with the utmost care. The effect of this policy in giving to Chicago's athletics continuity and significance, and its wide influence upon the policy of other institutions the country over, you all know.

3. The four-quarter system, the elimination of the long summer vacation, which all colleges had inherited from the days when the boys had to go back to the farms to reap the harvest in summer time. This gave to the student who wanted and was able to do so the opportunity to carry on his work through the year with only four vacations of a week each, afterward changed to two short vacations and the month's vacation in September. But much more important was the fact that it opened up to thousands of teachers in all the colleges and universities and high schools of the West the opportunity for advanced study.

4. The emphasis on the Graduate School and research.—This was not wholly new. Johns Hopkins and Clark had blazed the path in the East. But it was quite new in the West, and coupled with the continuance of work in the Summer Quarter constituted a notable contribution to the development of higher education not only in the West but throughout the country.

In the autumn of 1907 I took a three weeks' journey to the Pacific Coast, returning by way of Texas. In every institution that I visited I found men or women who had done graduate work at the University of Chicago, and in some cases the Faculty was largely made up of these. Of course there are many more now than in 1907. The effect of the opportunity for graduate work which the University offered to the teachers of the West by conducting regular graduate work in the Summer Quarter has been nothing less than enormous. Other universities have seen the wisdom of the plan and adopted it. But it was President Harper that initiated it.

5. The inclusion of the community at large in the University's vision.—While President Harper exalted graduate work and research, he was not less earnest in his insistence on the duty of the University to the community at large. With an emphasis and clearness that I am sure had not up to that time been equaled he insisted that the duty of the University was not simply to its stu-
dents and through them to the country, but directly also to those that could not come inside its walls.

This thought of the duty of the University to the outside public took form in two features of the life of the University, both of which then were almost wholly new: University Extension, instruction by public lecture, by extra-mural classes, and by correspondence; and the University Press, by which the results of research were made accessible to readers throughout the world.

President Harper died without reaching his fiftieth birthday, leaving behind him a marvelous record of achievement in several fields. But his greatest achievement, his largest contribution to the welfare of the country was the ideas which he wrought into reality in the University of Chicago and the permanent impress which he had thus made on American education.

President Judson has been as great as a conservator and as a builder as President Harper was as an originator. Cut off in early life President Harper left many things incomplete, their future unassured. He had extended his lines, he had not in all cases consolidated his gains. President Judson took office in an hour of grave responsibility. The situation that confronted him was wholly different from that which Dr. Harper had faced. Seeing this with clearness he addressed himself to it with a clear perception of its nature and has wrought nobly and well. He took an institution which was like a building well begun but with many parts still incomplete, open to the weather, exposed to peril. He has left it rounded out, solid, substantial, far beyond the reach of danger. Thanks to his sagacity, it is one of the very few large endowed universities which year after year closes its books without a deficit.

The University is thirty years old. It has had two great presidents. It has become a great University, here tonight in the family gathering we dare to say, one of the great universities of the world—as solid as Gibraltar, as beautiful as a cathedral, and to change my figure abruptly, as full of life as a spring morning.

What then of the future? Is everything done? Have we only to guard what has come down to us? Is there no further progress to make? Far from it. The past has but laid the foundation for a yet greater future.
It is an interesting moment at which we stand. The thirty years of the University's history are filled, as I have already said, with notable achievements. Practically throughout the administrations of President Harper and President Judson, Mr. Ryerson was President of the Board of Trustees, and in those thirty years rendered invaluable service to the University. A year ago he laid down the gavel and was succeeded by Mr. Swift, an alumnus of the University, young, as Mr. Ryerson was when he took office, vigorous, able, devoted to the welfare of the University—the first alumnus member of the Board of Trustees, he is also the first alumnus president of the Board. The fact is significant both in itself and in what it suggests. The alumni have come to their majority. Thirty years ago there were none, today they number 16,000 and are increasing at the rate of 1,500 a year. If we include all that have been students for a longer or shorter period they are already over 100,000. They are bankers, lawyers, physicians, teachers, clergymen, men of business, women of affairs, a great army of men and women of influence in the world. Three of this number beside the President are members of the Board of Trustees. They are certain not only rapidly to increase in number, but to be an increasingly important influence in the work and in the life of the University.

With a splendid history behind us, with an able Faculty, with solid financial standing, with a strong, growing, and loyal body of alumni, largely represented in the Faculty, in the Trustees, and in the community, the University faces its second thirty years with confidence.

It falls to us to try in some measure to forecast that future, in which the President of the Board already in office, and the as yet unknown President of the University will build, as we cannot doubt, a worthy structure on the splendid foundation already laid.

What then are to be the characteristics of the future?

The first statement that I want to make is one that in a sense covers all that I have to say later. In my judgment the policy of the future is to be one of inclusion, and not of exclusion, of progress, not of radical change. I say this deliberately and with definite meaning. If it were true that we had expanded unduly, if we were doing too much for our capital or for our community, if we had undertaken more work than we could do well, as I am sure institutions of learning often do, I should not hesitate to propose a policy of retrenchment, of taking in sail. I am by no means an advocate of indefinite expansion. I do not for a moment think that we should measure our success by number of schools, faculties, buildings, or students. But looking at the University as it is, speaking not a priori, but on the basis of facts, I say deliberately that our policy should be one of inclusion of all we have, not exclusion. It has been intimated, I am told, that we cannot conduct both graduate work and undergraduate work and do both of them well. I know that there is enough in the experience of other institutions to lead us to think seriously on this matter, before we decide on our policy. I believe we have done some serious thinking and that we are now prepared to say that we have no occasion to do away with our graduate school or with our colleges, or with any of the major divisions of the University. In a recently published article, Dr. Henry T. Pritchett, after pointing out the very dangers of which I have been speaking, and the difficulty of conducting graduate and undergraduate work in the same school, adds that the University of Chicago has succeeded in maintaining the two side by side. I shall return to this point a little later; at the moment I wish only to affirm that in my judgment our policy must be one of inclusion and not exclusion, and that for whatever difficulties there are in such a policy we must find a remedy other than amputation.

To this general statement of policy I should like to add a few specific statements.

1. The University will continue to put strong emphasis upon research. Research is no new thing with us. Dr. Harper emphasized it at the beginning and we have practiced it all these thirty years. Our roll of honor, both of men and of achievements is a long one. We do not need to boast, because the world knows what has been wrought by Michelson and Millikan, Hale and Barnard, Moore and Moulton, Chamberlin and Coulter, Nel and Stieglitz, Ricketts, and many others. And there are new names to add to that list that you older alumni do not know. It is really astonishing
how many interesting things have been happening in our laboratories of late under the hands of our chemists and our biologists. Some of them are too technical, if not for you to understand, yet for me to state. But two of them are easily stated. Luckhardt, our associate professor of physiology, a product of our own University, who in seventeen years of service in our laboratories has taken but one vacation, has recently discovered a new anaesthetic of which you are likely to hear a great deal in the future. It is called ethylene. It induces anaesthesia and analgesia more quickly than any of the older anaesthetics, produces no appreciable unpleasant or injurious effects, and recovery is very rapid, usually without nausea or other unpleasant effects. It has already been used in 118 operations of a wide variety of types, always with most happy results. It seems certain to displace all other anaesthetics, and to add greatly to the comfort and success of surgical operations.

The other discovery of which I shall speak is in quite a different field. Some of you will perhaps remember Professor A. C. Noé as a member of the Germanic Department. Three or four years ago he was transferred to paleobotany, and in this field has been doing some remarkable work. In his visits to certain coal deposits in Indiana, Professor Noé has discovered "coal balls." This means material that can be sectioned, so that we can reconstruct the carboniferous flora. Coal balls have never been found in this country before, but their discovery in England has put the carboniferous flora almost entirely in the hands of English workers. The study of these Indiana coal balls has only just begun, but already some startling results have been reached. Our so-called flowering plants have always been thought to be relatively modern. But in a section of one of these coal balls there have been found fossils of flowering plants, and this fact alone shows that these plants are a great many million years older than was previously supposed.

If time permitted and the subject lent itself to brief statement I should like to speak of the work of Carlson in physiology and of Harkins in the constitution of atoms. But even so, I should be leaving the subject incomplete. The work of research is always going on, and new results will be constantly coming to light.

I am sure I do not need to argue with this audience concerning the value of research. It is what distinguishes modern life from medieval. To it we owe all the wonderful inventions that characterize our modern way of living—the telegraph, the telephone, the electrical engine, the automobile, the airship, electric lighting, and a thousand other conveniences. To it we owe all our recent progress in medicine and surgery.

But research does not belong in the physical sciences only. It is equally appropriate in the field of history and the social sciences. Indeed, unless research on the physical side can be matched by a corresponding progress in the humanities, unless society learns how to manage itself at the same time that it learns how to harness nature, progress in the physical sciences may literally be the death of us.

Because this is so and for many other reasons it will, I am sure, be the policy of the University to encourage research in the field of the humanities, and to expect that in the next thirty years we shall make a record in that field equal to anything that has ever been done in the field of the physical and biological sciences.

There is much that we need to know in respect to methods of doing business, not only with profit to the doer, but with benefit to the whole community. There is much that we must learn in respect to the relation of laborer and capitalist, and of the various social groups to one another; in reference to the conduct of political affairs, in city, state, and nation; and on the plane of international relations. And nothing can be learned without patient research. The University has recently received several important gifts for the prosecution of work in these fields, and the Faculties of history, sociology, political economy, and political science, and of the School of Commerce and Administration, are organizing for co-operative work in research and publication. As the outcome of these co-operative movements, we look for notable results, not only or chiefly in training men for efficiency in their specific occupations, but especially in the broadening of horizons, the solution of unsolved problems, the creating of a better type of business, political, and social life.

But speaking of research in the field of the social sciences, we must not forget that education itself falls within this field, and that
here also there remains a vast amount of work to do. Perhaps we once thought that we knew all about how to educate and only needed to go ahead and do the work. The students of education have themselves taught us better. It is they who are most insistent that we do not really know how to educate, and as a consequence they are concerning themselves not only with teaching men and women how to teach, but in discovering how to teach and in solving as they can a multitude of problems in the whole area of education.

Having spoken of research in the field of the physical and biological sciences and in the field of the humanities, may I speak briefly of a very important and urgent enterprise which the University has in hand, and which really belongs in all these fields. I refer to our Medical School.

For years we have had an arrangement with Rush Medical College by which the premedical and preclinical work has been done at the University, and the clinical work occupying the last two years of the medical course has been done at Rush Medical College. For years also it has been felt by all that the whole medical course should be given at the University, and moreover that the school thus developed at the University should emphasize the advancement of medical science. There are many admirable medical schools in the country. But those who know the field thoroughly assure us that there is still great need here in the Middle West for a school closely connected with departments of research in physics, chemistry, and the various branches of biology, and devoted especially to the promotion of medical science, to such work as Carlson and Wells and Luckhardt have been doing. Seven years ago the University set out to meet that need and raised over $5,000,000 to carry out its plans. But the high cost of building and the hope that prices would fall led to a temporary postponement. It has now become clear to us that we cannot wait longer for a fall in prices that may never come and that we must without delay go forward. We are now actually engaged in the restudy of our plans, the search for the men to put them into effect and the millions of money that will be needed to carry them out. We have every confidence and strong ground for confidence that the friends of the University in Chicago and elsewhere will give us what we need, and that we shall go steadily forward to the development of what will be from the point of view of research and the increase of medical knowledge the greatest school in the West, if not even in the world. We expect that in the near future this school alone will have behind it not far from $25,000,000.

One other matter I wish to mention which is also of interest alike to the sciences and the humanities. Twenty years ago a library commission composed of trustees and professors, after long study recommended a library policy for the University. In accordance with that policy the Harper Memorial Library was built and opened in 1912, and the Classics Building and Rosenwald in 1915. But much remains still to be done. We have reached the limits of our space, both for students and for books. Scarcely a single department, save Classics and Geology and Geography, but is desperately in need of more room. The whole plan is being restudied. If we can find the funds the new buildings ought very soon to be begun.

But I must press on to speak of another part of the University’s work, in which I am sure you will all be interested, though I am not sure that I can either communicate to you my whole vision or all my enthusiasm for it. I am thinking of the colleges, and of the question how we can develop a better type of college than now exists in the United States, in particular a college fitted not to a rural environment but to location in a great city, not to isolation but to relation to a great University as an integral part of it. Faculty, Trustees, and Alumni have all been thinking much about it of late. We think we begin to see our way, dimly perhaps, but yet really, toward a better type of college.

The American college was founded on the pattern of the small college of England, a small group of students living in close contact with a smaller group of teachers. Harvard is said to have been patterned after Emanuel College, Cambridge. But whereas in England when they got beyond the limits of their quadrangles they founded another college, till Oxford has about twenty and Cambridge nearly as many, in America we simply took off the limit. We did with our colleges what later we did with our buildings, took off the roof and made skyscrapers. But when you make a small college big you have lost some of the essential qualities. Five
children make a family; 500 an institution! As you get bigger you substitute elaborate rules and standards for personal touch, and you have a very different thing from that with which you began.

Something else has happened to our colleges besides becoming big. At the University of Chicago, at least, they are surrounded and in a sense overshadowed by the graduate and professional schools. It is beginning to dawn on us that it is incumbent on us to see if we cannot bring back into the college some of the things that we have lost. Do you remember that President Harper came out of one of the smallest of the small colleges, that President Judson was a student of Williams when Williams was still a small college, and that many of our most eminent investigators and teachers came from small colleges? I do not forget that these men all did graduate work afterward, and it is a fair question how much they got in the college and how much in the graduate school, but there is good reason to suspect that neither school can claim the whole credit, and that there is a real educational value in the close contact that the student in the small college has with his instructors.

This, however, is only one phase of the subject. We are thinking of the whole problem. We are confronted by the large question, how we can make, for our situation in a large city and in a great university, the best possible type of college, one that will produce the largest possible results in manhood and womanhood. I do not profess to know yet just how this can be done. But at the risk of being wrong on some points, I wish to share with you some ideas I have on the subject without being sure that even all my colleagues in the Faculty would agree with me, and with the distinct understanding that the University has not yet defined its policy on these matters. I am talking to you to get your co-operation in finding the best solution possible.

1. One thing I have already said and may here repeat, I am quite sure we are not going to solve the college problem by abandoning the college or by converting the University into a research institution with laboratories and a research Faculty, but no students. The research institute has its place, an important one, and research is to have an important place in the University. But we are build-
how to teach, and among them all one man who really stood out as the pre-eminent teacher—a man the mention of whose name today though he has been years in his grave stirs the heart of every man or woman who ever came into his classroom.

I was in a small group of alumni the other day who were talking about this matter of personal influence, and after I had spoken of my great teacher, one of the three said quietly, “It was Charles R. Henderson that made me”; and another said, “In my case it was W. R. Harper”; and the third said, “I had several teachers but the greatest of them was von Holst.” Of course we still have our other great teachers, of whom the students of today will in the future speak as these other men now speak of Harper and Henderson and von Holst. Of course also there is this advantage in great numbers, that a man of strong character like Mr. Stagg is able to reach and influence a far larger circle than was possible for anyone in the old small college. But it remains that the small college gives opportunities for close contact of teacher and students that the great university rarely furnishes, and these we must try to secure while retaining the advantages of membership in a great university. I at least shall not be satisfied till we have organized our college education so that every student has a chance to come into close personal touch with at least one great teacher—one great personality with life-giving power in his touch.

5. And because of this conviction I suspect that we still have something to learn from Oxford and Cambridge, from which we got our first idea of the American college. Perhaps some day we are going to find a way of grouping our thousands of students into smaller groups, each of which will to a considerable extent have a common life, be something like the old medieval guild of scholars, where pupil and teacher mingle together and you do not always know who is teaching and who is being taught.

That is a very attractive picture that someone has lately drawn for us of life in an Oxford college, when after dinner together, in the common hall, the men gather for an hour around the fireplace and the student of literature exchanges ideas with the chemist, and the historian with the geologist, and both gain enlargement of mind and broadening of sympathies.

May I share with you a dream about which I have been thinking for twenty years, but especially in the last three months? I am thinking of a time when on our quadrangles there will be a group of colleges, perhaps eight or ten or twelve, each with its own buildings, each with its own distinctive character, but all with this common characteristic that each will afford opportunity for closer contact of student with student, and of student with teacher than is possible in a college of three thousand students ungrouped except in classes that are organized for three months and then reorganized. It will not be a medieval Oxford; modern Oxford has moved far from that. All the colleges will be integral parts of the University, and will stimulate one another, and will all profit by the influences of the adjacent graduate and professional schools. Yet in a measure separate from them, and in close contact with one another the colleges will develop a more distinctively college type of life than has hitherto been possible. The dominant element of that life will be the recognition of the fact that life is more than lore, that character is more than facts; that college life is the period of the formation of habits, even more than of the acquisition of knowledge, and that the making of men and women with habits and character that will insure their being in after life men and women of power, achievement, and helpful influence in the world, is the great task of the college. Under such conditions I am confident that we shall develop a higher type of college life than America now possesses. I look forward with ardent hope to the realization of this dream.

I am the more interested in such a plan because, while giving us better colleges, it will, I am sure, not hinder but help the development of graduate and research work. A measure of separation will be to the advantage of both. We shall foster and improve our colleges; we shall multiply many times the work of our investigators. Under these conditions the colleges will be at their best, unhampered by the too close juxtaposition of graduate work with its different methods and atmosphere, and the graduate and professional schools will have their free and broad development unembarrassed by the restraints or diversions natural to the college period. Both will profit by the partial separation, and both will
be advantaged by their proximity. So shall we build a true university adapted to the needs of America and able to serve the world.

We do not apologize for our past, we are proud of it, intensely proud of it; proud of its achievements and proud of its ideals not yet fully achieved. With thirty years behind us we face another thirty years in the confident expectation that as the University becomes more and more the property and pride of the Alumni, they will make it not of necessity bigger, that is relatively unimportant, but greater, better, the home of research and learning by which the world will be enriched, the breeder of men and women of character and culture, of vision, and of power.

That such an inclusive program as I have sketched is dependent for its realization on large gifts to the University is self-evident. But we feel that the use which the University has made of past gifts, and the almost immeasurable benefits which have resulted from them in the fields of research and education, ought to lead to equally large gifts in the future. Lack of funds alone can check our forward march.

In the future the Alumni ought to have—I believe they will have—a constantly larger interest in the University and influence upon its development. They are already a large army of men and women. They will constantly increase in numbers, wealth, and prestige. Individual Alumni have already given to the University large gifts—prizes, portraits, scholarships, lectureships, and professorships. The University greatly appreciates these gifts and looks to a time in the near future when they will be many times multiplied and the Alumni will bear a leading part in providing the resources for the development of the University.

YOU, as representatives of the whole body of the Alumni, to whom the University will increasingly look for support, and who will be increasingly influential in its affairs, in the name of your Alma Mater I salute.
Prov. 1:7 The fear of the Lord is the beginning of wisdom.

This is the A.T. form and substantial equivalent of a line proposition that I wish to consider with you this morning.

I shall not take time to discuss just what the ancient Hebrew meant by fear of wisdom, or fear that has lost its ancient ideas have modified in modern times. In fact, this shall pass at once to the modern form and essential equivalent.

2. Religion and education are natural allies.
The law from Liberty I didn't understand. It's confusing

Communication is the key to understand each other's mindset and thoughts.

My concern is that there is inaccurate information circulating about the situation. It's important to verify the facts and ensure we are making informed decisions.

In conclusion, I believe it's crucial to review the evidence and discuss the implications with all parties involved.

Best,

[Signature]
Religion and Education

an natural allies. We always actually associated
when we in undertakes to
when Education aims chiefly
But these an abnormal situation
Rel. + Ed. natural allies. Both recognize them
to be with the spiritual.

--In Christianity above all religions, and broadly
"In Christianity above all religions, and broadly
shaking in modern Protestantism --
wherein Jesus' attitude toward human personality
Northerners have this cooperation been more
Harvard College was founded to educate
"Ph D. Ch. et Ecclesiae!"
"In Christo et Ecclesiae!"
"In Christo et Ecclesiae!"
"In Christo et Ecclesiae!"

I trace authority of American college across the
continent.

Our great state universities partial excellence
but only temporary.

Democracy

Within the parentage an American college +
University always tends to develop an alliance with rel.

Within the my own college there has been a decided

I will remember how in my boyhood, the represen-
sentations of denominational college --
All this shows real progress—further striking contrasts. Statistics from 80 institutions in 1921 show that out of a total enrollment 152,461 students were not of religious affiliation, while practically all the rest made no statement. Apparently more were found to avoid themselves religiously.

Companionship with this trend started in the latter part of the 18th century beginning 240 years ago. Princeton from 1776 to 1782 there was but one student who professed himself a religious man. At Harvard in 1807 there was but one

Around Christmas—All Yale for four years there was but one—four from a firm in the year 1819. Many of the students assumed the name of leading infidels and atheists. Often every student was known for a professed infidel, at least to outside the church. Bishop Moore of Virginia said in 1811 that William and Mary College for many years every educated man be

affected to find an infidel.
Certainly we have gone a long way since then.

Concerning

What I am concerned with is criticism or resistance to criticism.

Believing that religion is a

Discuss with you what kind of religion will help the

Need of the college student.

1. The religion of the college must be in substantial harmony with its general intellectual life.

Water-tight compartment.

Fifty years ago it was uncommon to teach Chemistry

Naturalistic to deal with religion same way.

But equally when you teach Chemistry by the experimenter

This is the situation today. Pulp is no longer genuine.

The theory that the quantitative must naturally butt

against a fiction.

But if it follows religion must rest on a foundation of

Fact + an evidence of experience.

(Reformed Institute)

If it is an occasionally started by the fact, the

recklessness.
But I must also learn the impression that I have of religion as chiefly a matter of faith or even conviction. It is a life. Cannot deal with religion on a purely intellectual basis. Influenced by many things which dawn in the cosmic
Chapel.

A distinguished architect told me this story:

But this is but the result of an earlier fact:

What am I teaching?

Religion is a life; life is influenced by life.

One man

W. Major R. Henderson Red

But why did my colleague phrase their estimate thus?

Because I was sitting in long ago (for example),

Is not the answer thus:

Jesus has become (for the men who themselves have the highest ideals) the standard of living, the ideal of character, the moral leader of the race.

In the light of this fact

The religion of the college must take Jesus as its inspiration and be permeated by his spirit.
He was born into an age and into a world that was largely dominated by tradition to protect itself Palestine.

Occupied a strong position.

Into this world Jesus was born.

Reinforced its principles.

Two illustrations.

1) The Sabbath. — A very ancient institution.

Jesus saw that it involved an utter reverse in values.

Do you see how far reasoning? Two principles.

The best of truth is not in tradition or custom but in fact in the values of the world in which.

Learn through experience.

6) The idea of God.

Nothing more impressive.

In the atmosphere the idea grew greater accepted it — modified it.
4. What has all this to do with the religious college? Everything. (a) Jesus the world's greatest thinker in the religious

The college committed to discovering following

the best must take him into account.

Plato or Kant. Newton or Darwin—Jesus

(b) Jesus' method: essentially one with that which the

world has discovered to be the best in all realms

Jesus the first great exemplar of the scientific

(c) But not in method only, but in content

character also.

Because of these things—

(d) Also another reason. If Jesus' business

of the college is to develop personalities, then Jesus

must be an ever present factor in its life.

Without statement.

And therefore I come back therefore to say that religion and education

are natural allies, and ought to be together in this formal

and in this more specific form—

no college or university can afford not to give to some

a central place.

Here is the great difference.

Scientific spirit.
Conclusion

Whether it be found in the name of religion, or science or democracy, can afford not to give Jesus and his beliefs a central place in its life and plans.

We need never fear that in doing so, we are introducing a conflicting or a repressive influence, one that will change our scientific attitudes or our educational ideals. For Jesus is the great representative of the scientific spirit; he is the first great affirmed of the supremacy of human values, and of the doctrine that man is from significance than all the institutions that he has made or inherited or can make. And this is the essence of democracy.

No college can deliver its highest possibilities that does not bring to it the greatest forces of enlightenment and inspiration that the history of the race has placed at its disposal. And all these none so deserves the place of preeminence as Jesus. May his ideals this character ever be the dominating influence in this University.
The University of Chicago
CHICAGO, ILLINOIS
Office of the President

[Handwritten text not clearly legible]
Omaha, Nebraska, March 2nd 1925.

BUSINESS AND SCHOLARSHIP

The world of business and that of scholarship are largely separate from one another. Scholars and business men, as a rule, work at different tasks, they seek different results. Often they do not understand one another.

The business man deals with practical tasks; he buys or sells, he employs men or is employed; he builds houses or bridges or railroads, and streets or sewers. He deals with things and with people. He makes decisions or persuades other people to make them.

In the world of scholarship men strive for knowledge, reason things out, deal with the abstract and the fundamental and the remote - this is the world of mathematics and astronomy, of history and ethics, of science and philosophy.

What have these two worlds to do with one another? In certain respects they are markedly different - so different that broadly speaking success in one means incompetence in the other. If you want a railroad president, you will not usually seek him among the professors of philology; and if you want a professor of philosophy you will not usually find him among successful business men.

This is largely due, of course, to the fact that the two groups of men, by the necessities of their respective occupations, deal with different bodies of facts. The student of language has not been studying railroads; the business man has not been reading the philosophers or trying to discover the ultimates of thought.
BUSINESS AND ECONOMICS

The work of business and part of economics refer to the activities of organizing and operating economic resources for the purpose of production and distribution of goods and services. This includes the study of different factors, such as supply and demand, which affect the market and the economy. Businessmen need to understand these factors and make decisions based on them to ensure the success of their enterprises.

In the work of business, men strive for knowledge and understanding of the principles and theories underlying the operations of businesses. The work of business economics involves the application of economic principles to business decisions. Businessmen need to be aware of the importance of ethics and moral principles in their work.

If you want to become a successful businessman, you must not only have knowledge of the principles of business, but also have the ability to apply them effectively. The study of business ethics is important in order to maintain a good reputation and to be successful in the long run.

The work of business and part of economics is linked to the concept of supply and demand. The supply of goods and services is determined by the cost of production, while the demand is determined by the willingness and ability of consumers to purchase these goods and services. The study of price theory is essential in understanding how these factors interact to determine the price of goods and services.

In conclusion, the work of business and part of economics involves the study of various factors that affect the market and the economy. Businessmen need to be aware of these factors and make decisions based on them in order to be successful in their work.
But it is also partly due to the fact that broadly speaking business and scholarship cultivate different habits of mind. The one requires quickness, alertness, decisiveness, the other calls for patience, deliberation, suspense of judgment often for months and even years.

It must then, I think, be conceded that there is a difference both in the type of mind that is most successful in each of the two fields, and in the effect of the work in each field on the mind that pursues — that in general scholarship and business must be the work of different men.

But on the other hand I should like to point out today certain great areas of contact and certain aspects of interdependence between these two fields of effort, or at least between the people who are severally engaged in them.

(A) And let me speak first of research. Research is the pursuit of the unknown. It is the resultant of three causes — human need, human curiosity and a world capable of satisfying the former and of exciting the latter.

A hungry man looks around to see where he can find something to eat and eventually becomes a fisherman or a farmer. He is cold, and to cover his nakedness and keep himself warm becomes a hunter and trapper and a shepherd. He takes to himself a wife and begets children and becomes a builder to make a place to shelter them.

But among some peoples and in certain stages of civilization curiosity has been an even greater incentive to research than physical needs. All men are curious, being in this respect like
Part 3: Also briefly give to the fact that poorly
observing business and coordination abilities of different parts of
the one dominant dimension's performance. Coherence among
other cells for performance, coordination, and coherence of intergroup actions.

For money and new areas,

If most then I think, combining that share in aGil

To receive part in the type of mind that is most meaningful in each of
the two levels and in the selection of work in each field on the
mind that business - that in general, coordination and continuity must be
the work of different men.

But on the other hand I would like to point out today
certain broad areas of conflict and certain aspects of interdependence
between two levels of all of us, or at least between the people
who are essentially anyone in them.

(1) And let me express that of research. Research to

- the purpose of the majority. It is to the benefit of those causes

human need, human opportunity and a worry capable of utilizing the

for men and of excelling the latter.

A further way looks strong to see where he can find some

find to see and continually become a transition of a Latent. He in
go, to can join the devices and keep himself from become a

a rigid and a character and a stubborn. He looks to fit and a pillar to make a place to shelter.

Some people, even some people in certain areas of skills.

Even for our own, part in this textbook like
their distant relative, the monkey. But it is the insatiably
curious races that have become discoverers. Perhaps we might
even defend the general statement that the rank of a nation in
the scale of civilization is determined by the keenness of their
curiosity. Knowledge is the product of research and research is
largely the result of man's insatiable curiosity. Man looked up
into the sky and saw the stars and eventually became an astronomer.
He looked across the sea and wondered what was there and became an
explorer and a geographer. He wondered what made the rocks so
strangely laid down in layers and became a geologist. He met a
man whose language he could not understand, wondered why he talked
so differently from himself and became a linguist. He wondered what
lifted the heavy lid of a teakettle and invented the steam engine,
and steamships took the place of sailing vessels, and the land be-
came covered with railroads. Franklin wondered whether the flash of
lightening and the spark of the Leyden jar were of kindred nature,
and there followed in the train of his curiosity all the marvellous
discoveries and inventions in the field of electricity.

If necessity is the mother of invention, curiosity is the
father, and often the father furnishes the major generative impulse.

Modern research has been enormously profitable to the human
race. It has diminished the hardships of life, it has added to its
comforts and luxuries. It has given us the steamship and the rail-
road, the telegraph and the telephone, the radio and the wireless,
aesthetic and asepsis. It has multiplied the earning power of
men by four within a century. The Atlantic Monthly recently
contained an article entitled, "A Woman's Memories at Eighty-one."
It is not the intention of the author to present a comprehensive review of theoretical concepts that have been developed in the field of communication. The scope of attention has been limited to a focus on the importance of understanding the relationships between the concepts of media, society, and culture.

He looked across the sea and saw the stars and eventually became an astronomer. He became a man of science and a geographer. He wondered what made the stars so different from himself and became a physicist.

However, the power of a technology and the need for scientific advancement took the place of setting aside the old-fashioned and scientific methods. The progress of the world is made of logical reasoning and research. Thus, the new world order is the catalyst of the modern world. The development of new inventions in the field of science and technology is essential to the world of information. Modern technology has been enormously beneficial to the human race. It has diminished the barriers of time, and made the world a smaller place. It has improved the communication between the fields of science and technology. It has multiplied the existing power of men by forming a community.

The Atlantic Monthly Society and the Woman's Memorial of Eighteen-Oseven.
Half of the items in that list are the products of modern research. Ezra Meeker crossing the continent in his youth in an oxcart, and this year in an airship is a vivid illustration of the progress due to the researches made within the life of one man. Research has reduced smallpox and typhoid fever and cholera from major dangers to negligible incidents among civilized peoples. In 1891 there were 199 deaths from typhoid fever. In 1923 with double the population there were but 56 deaths. It has exterminated hookworm and yellow fever over large areas and is on its way to banish them from the earth. Within the last year it has made such advances in the study of scarlet fever as to promise that this scourge of the children will be extinct.

But the contributions of research to human life are not wholly in the realm of the physical and the economical. We have learned that there are problems of human life, political, social, and individual that call quite as loudly for study as do the problems of Physics and Chemistry and Disease, and that the study of these is quite as rewarding as the investigations of physical problems. Indeed it has come to be recognized by the physical scientists themselves that there is an element of danger in their discoveries if they are not accompanied by equally thorough studies of the human problems; that Chemistry may produce too many and too dangerous explosives for the good of the race, and that important as it is to save life by checking and curing disease, it is quite as important that those whose lives are saved shall also learn how to live amicably in relation to one another. To our investigations of the world in which we live we must add quite as thorough study of ourselves who live in it.
null
And this leads us also to recognize that researches in the physical realm have a value that is not at all physical, but wholly intellectual and spiritual. Whatever their contribution to human comfort and luxury not less important to say the least is the contribution which they make to the broadening and deepening of human thought, and the consequent enrichment of human life.

Astronomy helps the sailor to sail his ship, and gives us methods of reckoning time that have enormous commercial value. But its highest values are in the immense stimulus and inspiration that its stupendous discoveries give to the human mind, as it teaches us the relation of the earth to the other inhabitants of the universe and the tremendous distances into which our vision pierces when we go out at night and look up into the sky.

Geology has its value for the mining industry, but we could better afford to surrender all that than to lose what Geology has taught us about the history of the earth and of the life of plants and animals and man on the earth. It has probably had a greater influence in transforming theology and emancipating men from traditionalism than all the studies of the theologians themselves. Bryanism is largely an effort to cry down the facts that Geology has established.

Egyptology declares no very large dividends in the stock market, but it has yielded results for human thinking of far more significance than the rise and fall of stocks.

The highest values of research and education are not measurable in commercial terms; ultimately these values are all intellectual, social, spiritual, and only very partially reducible to commercial terms.
And this leads us back to recognizing that resources in

the physical sense have a value that is not at all physical. And

whether intellectual and spiritual, whatever else contributions to

human comfort and industry not just important to say the least in the

construction with which they make to the productive and economic of

human comfort and the concentration employed to improve life.

Agriculture makes the nation to eat up its shift and gives us

methods of recognizing the value that have some economic consequences. And the

intermediate values are the intermediate conditions and intermediates that

the agricultural advantages give to the human mind as it becomes an

act of the earth to the other intermediaries of the universe

and the agricultural advantages into which can fiction phrases when we

at one end right and look up into the sky

geology and the nature of the primary intermediate part we only

better able to understand all that than to lose what geology has

taught us about the history of the earth and the life of plants

and animals and man on the earth. It is necessary if a greater

influence in transforming geology and amounting to new transformations in

the earth and the products of the geological consequences. Primarily in

the interpretation that geology does not stop

understanding the face and fall of epochs

the interpretation of the resources of our nation and application are not

woven in commerce, commerce, manufactures, and only very partially dependent on

influences.
(B) But from another point of view, also, the interests of scholarship and of business in the broad sense of the word are inseparable and intimately related.

No scholar is simply a scholar, no business man is simply a business man. Both are profoundly interested each in his own task for its own sake, but to each also his business is a means to an end - outside of life, by no means the whole of it. The business man and the scholar are both citizens, both are sons, and in most cases husbands and fathers. Both have their broad intellectual interests and their moral and religious life. And in these matters they meet on a common plane, and are equally concerned with the products of research and of thought. Let me take a few illustrations.

Astronomy is quite as remote from my special interests as from those of the banker or the manufacturer, but it is profoundly interesting to us both.

Political life - the relations of races and nations in the world, art in all its branches, including music, painting, sculpture, architecture, literature, religion, friendship, family life. All these things concern us_________ quite independently of our occupations in life.

In short, what I am saying is that ultimately the real interests of life are spiritual, - and this is equally true of the scholar and of the business man, and therefore the things that unite us are far more significant and fundamental than those that divide us.

But if these things are true, then, there seem to me to follow three important conclusions:

1. The two groups of men that represent these two interests ought to be increasingly appreciative and increasingly
No section to apply a concept, no part of the whole to which to refer. Interests and intellectual interests may apply.

For the present, we'll hold the philosophy of interest in the main, and if we can come to a sense of life, in the sense of "life" in the way of life, the sense of life, and the sense of interest in the same sense.

Some have clear and well-defined interests and goals. And these matters that are a common plane, may be extremely common with the philosophy of interest and of interest to us, in some.

I take a few illustrations:

Anatomy to start as remote from my special interest as the main, to start as remote from the main, and to start as remote from the main, to start as remote from the main.

Political life - the relations of race and nature to life. Objectives of life are outlined - and life to outline some of these.

In short, what I am saying is that if the interest of the life, and if life is empty, the empty life is our life. And if life is empty, the empty life is our life.
helpful to one another.

2. The University as the representative of scholarship and the spirit of research in its broadest sense is bound to concern itself more and more with all aspects of life. A great change has already taken place in this direction. Once there were but three learned professions. Now we have schools not only of medicine, law, and theology, but of education and social service and of business administration and of agriculture. The time will soon come when there will be schools of politics, and all of these will be both professional schools and institutes of research, trying to master the facts in all these areas and to solve the practical problems that press for solution.

3. The products of business life should in even greater degree than heretofore be turned back into the support of the great centers of research and education.
The University, as the repository of scholarship and research, is in the forefront of the pursuit of knowledge and the advancement of science. Its role is to foster a love of learning and to encourage the pursuit of truth. A great university is one where the spirit of research thrives and where the contributions of its faculty and students are recognized and celebrated.

In this regard, the University has made significant contributions to the advancement of science and technology. Its faculty and students have made groundbreaking discoveries and developed new technologies that have transformed many areas of human endeavor. The University has also been a leader in the development of new ideas and approaches to solving some of the world's most pressing problems.

The University's commitment to excellence in teaching and research is reflected in its dedication to the培养 of future leaders in various fields. Through its various programs and initiatives, the University seeks to inspire and educate students to become the leaders of tomorrow.

In conclusion, the University is a beacon of knowledge and innovation, and its contributions to the advancement of science and technology will continue to be felt for many years to come.
My Dear Dr. Dickerson,

Pardon my tardiness in answering your note. I am most obliged to you for your action in

the large drawing of houses etc.

I should be glad if you would confer with Mrs. [name] about the

matter. I thought best to communicate with [name] at this time — in my

name & yours — in Mrs. [name]'

The suggestion about the blueprints

of the house interests me also. My

thoughts center on the artistic and

aesthetic beauty that there would be in

and the fact that since your visit

would we appreciate the significance

of blueprints. Let us, however, think

about it. Any preliminary investiga-
From that you may be willing to make 
I shall be grateful for. I shall be glad 
to have Philanthropic care. Consider 
et.

You have heard the boy who being 
asked if he felt only the burn left 
hurt him answered No, the feel 
didn't hurt. It was stopping that 
hurt. That is the way I feel that 
for about my new stove here. Cooking 
did not hurt nearly so much as the 
stop ping he. But perhaps I'll tell 
that later, perhaps. I have not 
done Mrs. Burton's good acts but ten 
write mother — thermometer down 
to 20° — snow + north west wind. 

Cordially yours — Ernest A. Burton
PRESIDENT BURTON'S RADIO SPEECH
March 24, 1925

Universities in the United States find the present a period full of unique opportunities and thrilling challenge. The United States itself, since the World War, has assumed a position so commanding that its responsibilities are greater than ever before. Of the economic and political responsibilities that have fallen to our country because of the immense changes abroad I need not speak. But of our educational position, resulting in part from the wounds Europe has received, it is both fitting and necessary to say a word, preliminary to a brief reference to some of the plans and hopes connected with this great era.

America is above all others the land of fresh ideas, of freedom of thought and action. This spirit, it may be said without the least detraction from the glorious accomplishments of institutions in the old world, is expressing itself in our educational policies. The fact is already evident. It is not entirely a result of the war. Americans recognized long since that the solution for many, if not all, of the pressing problems of democracy, lay in education. It is the recognition of this fact that has brought about so many united and determined efforts to improve our school systems, to build up our colleges, and to equip our universities with endowments and with buildings to furnish, through endowments the men, through buildings the shelter, for the tremendous nation-wide enterprise of spreading truth, and of increasing the intelligence of all our citizens.

I have called this a period of opportunity. It is also
a period of peril. The advances in science, the dramatic discoveries of the last century, carry with their great material benefits to civilization the danger that men may not adequately digest and use the new facts and implements continually placed in their hands. A child born today faces a world incomparably more complex than the child of a hundred years ago. He finds a world packed with books to be read, with machines to be managed, with puzzling new conceptions to be understood, and with additions to the great treasuries of truth continually being made.

"Are people advancing in intelligence?" a well known writer recently asked.

"They must," was the reply. "For think of the immensely greater demands upon their intelligence."

It was a sound answer. This world, this country, will be in danger of chaos, even of anarchy, unless men and women are given the intellectual means to control their destinies; unless they can perceive, with the warnings of history before them, and the discoveries of science to arm them better for service, the facts about their lives and the lives of us all.

Notable progress has been made in American education. The recognition of the imperative need of purpose has awakened the attention of people of serious purpose everywhere. It has appealed to the generosity and public spirit of men of large means. Such benefactors as Johns Hopkins, Leland Stanford, John D. Rockefeller, and, more recently, James B. Duke, George Eastman and Simon Cuggenheim -- to mention only a few -- have set examples which have stimulated a large popular support of higher education. State universities in many places, maintaining excellent standards
The emphasis on science, the growth of the intelligentsia, the technical progress, and the accumulation of data and facts have all contributed to a greater understanding of the world and its workings. This has led to a better appreciation of the importance of education and learning. The intelligentsia has a role to play in advancing knowledge and understanding, and in influencing public opinion. The intelligentsia can serve as a bridge between the sciences and society, and as a means of disseminating knowledge.

The intelligentsia, or the group of intellectuals, has a special role to play in society. They are the guardians of culture and tradition, and they have the responsibility to preserve and transmit the knowledge and wisdom of the past. The intelligentsia also have a role to play in shaping the future, by formulating new ideas and concepts, and by influencing public policy and decision-making.

The intelligentsia have a special responsibility to the young, who are the future of the nation. They have a duty to pass on to the young the knowledge and wisdom that has been acquired by the older generation. The intelligentsia should also work to create a more tolerant and understanding society, by promoting the values of democracy and human rights.

The intelligentsia have a role to play in the world community, by promoting international cooperation and understanding. They should also work to ensure that the benefits of scientific and technological progress are shared by all nations, and that no one is left behind.

The intelligentsia have a special role to play in the development of new ideas and concepts, and in the advancement of knowledge. They should also work to ensure that the benefits of scientific and technological progress are shared by all nations, and that no one is left behind.
of instruction and of research, testify to a general demand, reflected in legislatures, that every man or woman desiring a good education shall have it, if he or she will. There has been, too, a distinct effort to make educational methods more scientific, while losing nothing of appreciation of human values. Research applies itself to the improvement of education as well as to physics and chemistry.

But, with all this progress, few will maintain that American education is in every respect the best in the world; nor that it is the best that it can become. All of us who know much about education have learned that we have a long way to go before we shall have achieved an ideal situation regarding the quality of our education. It is quality that counts. In the university field, we are devoting ourselves not to making a bigger university, but to improving the kind of education that is dispensed; this not only for the benefit of our students, but for the benefit of all who may be indirectly affected.

A university of the first rank, in this great era of ours, acknowledges four principal duties:

First, research, advancement of the bounds of knowledge, discovery of new truth.

Second, building of character; equipment of young people for their encounter with life.

Third, (and connected with both of the two just mentioned) the teaching of truth, both old and new.

Fourth, dissemination, the distribution of all knowledge acquired to all who will receive it by printed page or human voice. This is a new note in American education but a very important one.
A systematic one of remember, capable of a recurrent memory, to
become a powerful instrument. From many men a memory gathering a book
accertain aptitude more of to be of the all. These have been,
and a great effort to make educational methods more coherent
with the logical notion of expression of known volumes.
Sufficient facility to the improvement of expression as well as to
update any appreciation.

But, with all this progress, you will maintain your
American education in every respect and part in the
world. For from the poor that it can become. It of no one known
we offer you. The poor that we have learning that we have a long way to go
several on our part have come to us in their education together. In the
country of our education. It is difficult these countries. In the
universities for us we have become an important part of education that
picture ministrations, not to say the kind of education that
their education, this not only for the benefit of our students,
and for the benefit of all those may be interested in.
A ministration of the first rank, in this great era of
formerly recognized your principled culture.
Then,迟延, advancement of the power of knowledge
acceleration of your studies.
Secrecy, Oddities of characters, employment of young
people for their own advantage will the
living (and connected with each of the two next sentences)
the essential of staff, pace of this new
Manners, orderliness, the gratification of all knowledge
complexity of all, will receive it by bringing back to human nature.
A more in American education, and a very important one.
You may interchange as you please the order of these vital principles of universities except that the first must precede the fourth. In whatever order you put them, they remain the pillars of university effort.

Research is an activity that has been explicitly undertaken by American universities only within the last fifty years. It received an impulse with the foundation of Johns Hopkins University in 1876, and a further impulse with the establishment of the University of Chicago in 1892. This mighty and fruitful thing, the quest for new truth, is now almost everywhere recognized as receiving perhaps its greatest encouragement within university walls. Fully crediting all other agencies which promote the ends of discovery, we may still justly maintain that in universities men of vision and willingness to sacrifice much for the ends of knowledge find conditions the most favorable for their work; and certainly, in such a place they may best transmit to others, through their influence upon colleagues or upon students, the zeal for productive study. The proof of these statements lies in the immense contributions which university men have made to the advancement of the race, not only or indeed especially in making the race economically more independent, but in enlargement of thought and in increased appreciation of spiritual values.

So much for research, which is accomplished mainly in what we term our "graduate schools." In the building of character one thinks first -- though not exclusively, by any means -- of the colleges.

There has been a great change in the conception of
There was a great change in the conception of
what a good college should be and in the character of the colleges themselves. Fifty years ago the American college considered its primary duty to be that of impartation. An instructor was expected, as perhaps his only task as an instructor to pass on to his students a body of knowledge on a given subject which he had thoroughly learned and which was considered the standard body of information to be acquired in college. The college of that day had, however, another aspect, that of companionship, possible to a greater extent than in many places today, because colleges were smaller. Under those circumstances the power of personality, exerted by able men over students entrusted to their care, was very great. I once had a teacher who had a mental and moral quality which made him the greatest blessing that ever came into my life. He had a tremendous power to stimulate and rouse into energy the youthful mind. Those influences, wherever they exist today, are as beneficent as ever; but one wonders how general they are.

Times have changed. We number our freshmen by the thousands and divide them into sections of three or four hundred. This is inevitable under modern conditions. But we are not willing to give up the effort to provide as much as possible of that spirit of companionship between college instructors and college students. With this in mind we increase the staffs of deans; encourage cooperation between faculty and students in matters of policy and discipline; and do other like things. At the University of Chicago, under the leadership of Dean Ernest H. Wilkins, distinct progress has been made, I believe, in solving the problem of conserving the values of companionship
want a good college student to grow up and be the character of the college. Everyone ценятся. My heart goes out to the American college students because I know what they are. The problem of the student is not to be a scholar, but to be a person. The college of which you are speaking has not a better record. Under the same circumstances the power of personality excels the power of the mind. No one, however, will agree that it is easy under these circumstances to build a college. Therefore, if we have a college we must make it. The question of the college is not a question of the student, but a question of the college. Under these circumstances, the power of the student excels the power of the mind. No one, however, will agree that it is easy under these circumstances to build a college. Therefore, if we have a college we must make it.
in the modern large college. We have no expectation that we shall reach a solution in six months or a year, but we have the profound conviction that it is our task to find a solution, and we are working earnestly to find it. If, indeed, that fruitful companionship characteristic of the older college has been lost, we seek to re-establish and keep it.

But in another respect we seek not to restore the college of fifty years ago, but to improve upon it. For we have come to doubt whether mere impartation of known facts, mere passing on of more or less standardized knowledge, is just what the students need to fit them for after life. As we see it, what they will need is rather initiative; the capacity to think for themselves; to do the things that they must do, with the greatest efficiency. Surely, to place them under the influences proceeding from other men in the same institution, who are striking out new paths, fearlessly attacking mysteries of truth, will be for the greater benefit of our college men and women. Therefore, it seems logical and right that the work of the colleges should be conducted in an atmosphere imparted by or akin to that of the great graduate schools, in places where freedom of the mind is encouraged, and where fine libraries and good laboratories furnish the best means for independent study.

Ever since its foundation over thirty years ago, the University of Chicago has pursued the fundamental aims which I have described. It has come more and more to believe that like every other it has an obligation to American education as its own special task. In the later days of President Harper's
We have no expectation that any student of the University of Chicago will continue his studies here.

I have never heard of a student passing the requirements for acceptance as an undergraduate student in the University of Chicago. I have never heard of a student being accepted as an undergraduate student in the University of Chicago. I have never heard of a student being accepted as an undergraduate student in the University of Chicago. I have never heard of a student being accepted as an undergraduate student in the University of Chicago.
life, he said: "I have never doubted that God had given me a task that would go undone if I did not do it." We have come to feel in the same way about the University. Whatever contributions other institutions may make, it is a part of our task to make education better, to break new paths for ourselves and other people, to lift education to a higher level.

This is a part of our tradition at the University of Chicago. It is, and always has been, our ambition to learn things that none had known before, and to make contributions to the world's intelligence, efficiency, and beauty.

The University of Chicago stands in the geographical center of the country -- the great and fruitful Middle West. Not only is this situation fortunate for us, but it lays upon us especial burdens, for the reason that we are so located that people may easily come to us from the south, the west, and the north. We have a large enrollment -- nearly 14,000 in the course of a year. It is our desire, not to pile up the most impressive enrollment figures in the country, but to work steadily for improvement of the quality of work in every department of our activities. It is our hope thus to become more than ever an influence for good in education, to enrich the territory in which our special field lies, with such contribution of good teachers and investigators as our experience and effort enable us to develop, and to perform this service in any region of the United States which turns to us for such help. I am glad to say that evidence continually comes to us that we are performing this service. I am happy to meet, in many parts of this country, men and women,
file to which I have never come. Just how may I bring me a
least, I have never come. I am just now to try.

Whatever you may have done. I am sure neither the
rtiation other institution can make it to a part of our work

to make association better, to make that last for another and
other people to the association to the higher level.

The to the part of our institution at the University of
Chicago is to try and to see that our work can explain to them

questions past, present, and future, and to make connection

to the worthy, intelligence, attention, and beauty.

The University of Chicago stands in the geography

center of the country. The great and fruitful Middle West.

not only the attention for us, but it gives us a
best suit. Whatever you reason that we are so important, that people

may come to us from the north, the south, and the west.

We have a large enrollment. We try to do the best in the most important

year. If we can get these not to live in the most important

notion, that these found at the country, part to work essentially for the

want at the efficiency to work in each department of the university.

It is our hope that they be the more they have as influence to

work to education to assert the connection to stop our progress

make progress, with such connection of our research and in vast.

law to perform the services in any region of the United States, much

to come to us for more help. I am glad of each other society and

planned to come at the country's own end and more.
graduates of the University of Chicago, who are proving the value of their training.

It should be the ambition of a university -- it is the ambition of the University of Chicago -- to devote itself to the accomplishment of its duty within its field; to cooperate heartily with all other institutions bent upon similar aims; to cast aside all materialistic aims and inferior motives; to give itself and its treasures of knowledge freely to the world. All that it seeks in the way of development is sought for this one end only; To do its part for the benefit and for the happiness of America and the world.
It is hereby declared that the University of Chicago, the city of Chicago, and the state of Illinois are hereby constituted as a public institution of learning, for the purposes of education and the advancement of science and letters. The University shall be maintained and controlled by the Board of Trustees, and shall have the power to make rules and regulations for the government of the University and the conduct of its affairs, and to confer degrees and diplomas upon such persons as shall be deemed by the Board of Trustees to have satisfied the requirements for the same. The University shall have the power to acquire, hold, and dispose of real and personal property, and to receive gifts, bequests, devises, and grants of money or property, for the support and advancement of education and the sciences. The University shall have the power to enter into contracts and leases, and to sue and be sued in its own name, and to recover damages for injuries to its property. The University shall have the power to establish such departments and faculties as it may deem necessary for the advancement of education and the sciences, and to regulate the study and instruction of students. The University shall have the power to confer degrees and diplomas upon such persons as shall have satisfied the requirements for the same, and to require of its students the observance of such rules and regulations as shall be prescribed by the Board of Trustees. The University shall have the power to discipline its students, and to expel from its ranks any person who shall have been guilty of such misconduct as shall be deemed by the Board of Trustees to be prejudicial to the interests of the University.